

Revised Descriptions for Redesign Plan: Transformational Model

Davis School – Hillsdale Michigan

Item 1

The existing principal of Davis School will be replaced effective for the 2012-2013 school year. The job description will be developed using the turnaround competencies for a transformational leader. The process will include a posting and advertisements in April that will be go out to the local newspaper, radio, colleges & universities postings, MEMSPA and MASSP. The interview process for a new principal at Davis School is planned for May, 2012 and will include participants from school level staff, parents, school board members and the district administration. The new principal has a planned start date of July 1, 2012.

The Hillsdale Community Schools District is requesting an exemption on the requirement for mandatory replacement of the building principal. The district does not agree that it is the sole responsibility of the existing principal for Davis School being identified as a PLA school, therefore the mandatory replacement of Mrs. Jackie Wickham for the 2012-2013 year is not part of the plan.

Mrs. Jackie Wickham has been an administrator for the past 20 years, 16 years as the Davis School principal. She earned a BA Degree from Adrian College, an MS Degree from Eastern Michigan University and K-12 Administrator Certification. She has been actively involved in the school improvement initiative representing Davis School on the AdvancEd State Committee for middle schools. She is also an AdvancEd QAR Chair.

Davis School made several significant changes in the 2010-2011 school year based on the school improvement process led by Mrs. Wickham. These changes were self-identified by the school district and were not reflected in the data used to determine Davis Middle School as a PLA school.

The changes implemented in 2010-2011 included changing all 6th grade classrooms from departmentalized instruction to self-contained classrooms. That schedule change increased the amount of instructional time for core subject areas by eliminating a home room section and eliminating passing time between classes. The schedule retained instruction in all areas including art, music, PE, health and technology. This schedule change also focused teacher attention towards the whole child, rather than a student of "math" or "English". The teachers now work

significantly more with each child each day. The teachers' relationships with families are more focused and directed for increased growth in all areas.

An additional change in 2010-2011 Davis School also added the district's entire 5th grade level to the school as part of a district-wide realignment process.

The building principal, Jackie Wickham is working with the newly added 5th grade staff and the established 6th, 7th, and 8th grade staff to build a PLC working together to provide a rich and diverse learning culture within the building.

The district will review the performance of the existing building principal during the current school year and make a determination on the need for replacement that evaluation process. The key difference is that it would be a local decision rather than a state-level mandated decision.

Item 2

The collaborative process used to create the teacher and leadership evaluation plan. The process began with the development of a district-wide committee. The principal evaluation system planned for 2012-2013 is School ADvance Administrator Evaluation System. The teacher evaluation system is Charlotte Danielson’s “Enhancing Professional Practice” with an added domain called “Assessing Student Learning.” The committee has been meeting as a whole group and makes decisions based on consensus. Membership includes the superintendent – Shawn Vondra, secondary principal – Jackie Wickham, elementary principal & special education coordinator – Laurie VanOrman, local union president & secondary teacher – Paul Osentoski, middle & secondary level guidance counselor – Dan English, MEA uniserve director - Mary Halley, elementary teacher – Sue Cockram.

Appendix F – Detailed Flow Chart for Evaluation

Appendix G – Teacher Evaluation Form

Appendix H – Teacher Response for Evaluation

Appendix I – Individual Development Plan

Meeting Dates	Agenda
9/8/2011	Technical Assistance Workshop provided by MDE, principal - Jackie Wickham and superintendent - Shawn Vondra are provided the outlines of the requirements for the PLA process. Since the school district has a contract that did not expire before July 1, 2011 there was not a mandate to include student achievement in the teacher rating for evaluation until 2014-2015. A recommendation was generated for a committee to develop the evaluation guidelines for Davis School with the PLA expectations to begin immediately.
9/30/2011	Planning session for committee member recruitment. principal - Jackie Wickham and superintendent - Shawn Vondra: Teachers from each level will be recruited, emphasis on Language Arts and Mathematics experience. Those are the two areas of identified need.
10/4/11	2 nd Technical Assistance Workshop provided by MDE, principal - Jackie Wickham and superintendent - Shawn Vondra, teacher Kirk Putnam, teacher Jonie Peck and teacher Carrie Rowan attended. The team attended the day long workshop to receive guidance and have group work time with guidance from MDE staff. Clarifications were finalized on what the “significant portion” for student achievement were made and determined to be at least 15% immediately and up to 50% by 2014-2015.

10/5/11	<p>Evaluation Committee meeting: (all present)</p> <ul style="list-style-type: none"> - Discussion about what type of assessment to be included in the evaluation models. Identification that the Davis teachers and principal will have student achievement as part of the official evaluation process was noted. The remainder of the district will use the same model; however their official evaluations will not include student achievement percentages until 2014-2015 as outlined in the law based on the CBA in place prior to July 1' 2011.
10/26/11	<p>Davis SIP team met with School Board to present and receive feedback on PLA planning process. This included the teacher evaluation process.</p>
11/9/2011	<p>Evaluation Committee meeting: (all present)</p> <ul style="list-style-type: none"> - Identify the assessments to be used for teacher evaluation: MEAP, MME, DRA, PLAN, EXPLORE, Grades 7-12 Course Final Exams, Grades K-6 Common assessments 3 times per year.
11/16/2011	<p>Evaluation Committee meeting: (all present)</p> <ul style="list-style-type: none"> - Select the percentages to be used for student achievement section of the evaluation ratings. <ul style="list-style-type: none"> 2011-2012 = 15% 2012-2013 = 25% 2013-1014 = 40% 2014-2015 = 50%
11/21/2011	<p>Davis SIP team members conduct a ½ day work session on the PLA plan.</p>
11/28/11	<p>Plan submitted to MDE.</p>
1/4/2012	<p>Feedback from MDE on PLA plan: changes required are reviewed. Specific process of how/when the committee met to make decisions is needed in the plan.</p>
1/11/12	<p>Work session on PLA revisions: Timeline created for the teacher evaluation process added to the PLA plan.</p>
1/25/12	<p>Teacher Evaluation Committee meeting: (all present)</p> <ul style="list-style-type: none"> - Revise the assessment percentages: This refers to the specific amounts that each type of assessment will account for in the calculation of the overall score for the Student Achievement Domain contained within the teacher evaluation. <ul style="list-style-type: none"> DRA – K-7th = 25% Grade level tests – K-6th = 50% MEAP – 2nd-7th = 25% Course Finals – 7th-12th 50% - Confirm the assessments for special education: MEAP, MME, local assessments in non-deficit areas. Woodcock

	<p>Johnson in deficit areas as identified by the IEP.</p> <ul style="list-style-type: none"> - Confirm the related arts assessments <p>Local assessments = 100%</p>
2/6/12	Draft of updated teacher evaluation documentation sent to Tammy Hatfield for review. Feedback received confirmed complete and thorough.
2/8/11	PLA revisions sent to MDE.
2/13/12	<p>Evaluation Committee meeting:</p> <ul style="list-style-type: none"> - Review Standardized Assessments (NWEA, Iowa, and Metropolitan) that could be used in the future as a consistent assessment across grade levels for data triangulation for teacher evaluation ratings. While this is not required, the district is reviewing how this option may strengthen the process.
3/14/12	<p>Evaluation Committee meeting:</p> <ul style="list-style-type: none"> - Finalize the decision if another standardized nationally normed assessment will be added for 2012-2013.

A district-wide committee was formed to revise the Hillsdale Community Schools teacher evaluation system. The committee included people in the following positions; Superintendent, Secondary Principal, Elementary Principal, Local Union President, Secondary Level Guidance Counselor, Classroom Teachers both elementary and secondary, and the MEA Local Uniserve Director. Davis School Principal Mrs. Jackie Wickham was a member of the committee. This committee worked as a whole group to review the MDE expectations, conducted common reads on journal articles focused on teacher evaluation from state and national perspectives. Then the committee aligned the teacher evaluation tool with those standards. In addition, the district developed a teacher induction plan to inform and educate all teachers in the district about the components of the revised model. The teacher evaluation model now includes student growth as a significant factor, increasing that area's weight on the final evaluation over the next three years. It uses multiple forms of student data gathering tools. The assessments include MEAP, MME, DRA, and locally created curriculum based measurements for mathematics.

Item 3

The quality of a child's teacher is a determining factor in a student's achievement. Therefore, it is imperative DMS have a transparent and fair process identifying and rewarding exemplary educators and a clear procedure for removing those who, when given opportunities to improve, have not.

HCS uses Danielson's *Frameworks for Effective Teaching* as its primary evaluation tool. The combination of new state legislation and being identified as a PLA school resulted in some adjustment to the evaluation process. The revised evaluation model adds the following components:

- Administrators conducting evaluations will receive ongoing training through the Jackson County ISD to ensure consistency, transparency, and fairness.
- Beginning in 2011-2012 and continuing, all teachers and administrators will be evaluated annually. This is a change from once every three years.
- Teachers who earn an evaluation rating of "Highly Effective" or "Effective" will receive a monetary bonus, budgeted annually per BOE.
- Teachers identified as "Highly Effective" will be given a choice of a family activity pass for HCS events or an additional personal day.
- "Highly Effective" teachers will be given opportunities to develop their leadership skills by supervising student teachers, mentoring new teachers, peer coaching, and facilitating PD.

When a teacher does not adequately make progress, it is the goal to provide opportunities for improvement rather than take punitive measures. DMS has excelled in providing differentiated support for teachers through annual goal setting. All teachers meet with Principal Wickham at the beginning of each school year to write individual goals based on Danielson's self-reflection assessment and student academic data. A timeline is established to monitor achievement. While all teachers must participate in this process, any teacher who is identified as "ineffective" will be immediately placed on an IDP. The ineffective teacher will be more closely monitored, critiqued, and supported by the school principal and an assigned mentor. The underperforming teacher will also be required to participate in additional PD in deficit areas and observe master teachers. Per contract, the ineffective teacher will be observed every 60 days. Non-tenured teachers may be removed at the end of the school year. The principal and superintendent may choose to reassign an underperforming tenured teacher to a different building. In accordance with new legislation, any teacher rated as ineffective for three consecutive evaluations will be dismissed.

In addition to developing the effectiveness of current staff, the future recruiting and hiring of exceptional teachers must be a priority. Student performance will be a consideration of future

internal transfer requests. External postings will be more widely distributed to create a larger pool of candidates. The interview team - comprised of administrators, teachers, and board members – will vet applicants more thoroughly and pay particular attention to a candidate's understanding of transformational schools, socio-economic impact on learning, and data-driven instruction. The interview process will be amended to add screening for qualities such as leadership and problem solving, in addition to content competency.

To retain quality teachers, the district will make DMS student needs a top priority when assigning staff. Research indicates highly effective teachers cite working conditions as a primary cause for voluntarily leaving a school. DMS will attempt to improve working conditions by providing common planning time; creating a PLC culture; allowing flexible teaching opportunities; and establishing an efficient, well-supported discipline system.

The district has adopted a merit pay component tied directly to the revised teacher evaluation system. Teachers who earn an annual evaluation rating of "Highly Effective" or "Effective" will receive a bonus financial payment. The exact amount of the financial payment each year will be determined by utilizing a reserve amount of \$5,000 total divided by the number of teachers that earn the "Highly Effective" or "Effective" ratings. The teacher evaluation system includes tools to support the growth and development for all teachers and helps to develop a culture of continued growth with a yearly goal planning & progress monitoring system. These tools include: Annual Goal Planning Process, Performance Rubrics for Evaluation from Charlotte Danielson's "Frameworks for Effective Teaching." There is another level of support for both non-tenured teachers and tenured teachers that are in need of specific assistance due to underperformance. This is an Individualized Development Planning process (IDP). In the event a teacher is rated below "Effective" that IDP process calls for more frequent observations and specific professional development for the individual. There is also a process for teacher re-assignment as part of the IDP process. According to the new teacher tenure law from the State of Michigan, there is also mandatory dismissal of a teacher based on three consecutive year-end evaluations that determine a rating of "ineffective".

The evaluation system for school leaders is found in the district's Administration Evaluation Process. This has been changed from a one time every three years process to an annual process beginning in the current school year 2011-2012. It will also be revised to include effectiveness ratings that includes student achievement as a significant factor in the rating process. The Davis School Principal will be evaluated using this model. An annual evaluation rating of "Highly Effective" will include a merit pay stipend of \$1,000. A rating of "Effective" is the base line standard for the district. If a rating of "Minimally Effective" is determined by the evaluation, then the IDP process as described in the teacher's system above will be used for the principal. A rating of "Ineffective" would result in removal from the leadership position.

Item 4

In September 2011, DMS staff spent substantial time in self-assessment reflection activities. The information generated from those sessions focused on analyzing student achievement data, including the trend of declining MEAP scores that resulted in being identified as a PLA school. Creation and analysis of a staff needs assessment followed. The needs assessment confirmed the previous school improvement goals of increasing achievement in math, literacy, and everyday applications should be maintained and a fourth goal of improving school climate and culture should be added. (see attachment 4A)

Prior to the 2011-2012 school year, professional development at DMS primarily consisted of workshop activities and training in curriculum programs (e.g. Lucy Calkins writing, Sitton Spelling). While these sessions were meaningful and necessary, student data demonstrated a need for a more intentional framework for advancing staff effectiveness. To this end, DMS began the 2011-2012 school year with the adoption of the professional learning community model. All staff members are participating in a book study of *Failure is Not an Option* (Blackstein, 2010). Principal Wickham is serving as facilitator of these sessions, with support from school improvement team members. The dialogue prompted by these sessions has led to a change in the school culture and in how staff views professional development. One example is that as staff interacted with the book, they recognized a need to revise and rewrite the DMS mission and vision statements to reflect changes in culture. The effectiveness of the book study will be evaluated through chapter activities and a staff reflection piece at the study's completion.

It is the belief of DMS staff that there is a continued need for workshop activities and training sessions directly connected to student achievement. Genuine self-reflection by staff revealed a need for capacity building, especially in the area of literacy. Many teachers need specific instruction in the teaching of reading across the curriculum, training in how to administer reading assessments, aligning curriculum with Core Content Standards, and using best practices in lesson plan development. The attached PD schedule reflects the belief that training sessions are valuable and will continue to be part of DMS.

However, being identified as a PLA school indicates this PD approach alone is not rigorous enough to transform DMS culture and achievement. There is also a need for job-embedded professional development. Teachers need to have the ability and opportunity to find solutions for authentic problems in real time. Teachers need to develop collegial trust so they can collaborate and learn from each other. JEPD marks a shift toward utilizing the professional knowledge that already exists within DMS. This means the related arts schedule will be reconfigured to allow for greater amounts of team collaboration and action research within grade levels and across departments. It means schedules will be established for peer observations, as well as observations by mentor teachers, a literacy coach, and administrators. This will allow for immediate feedback on lesson planning and delivery. Biweekly faculty meetings, which used to

consist of “housekeeping” items, are now used to allow teacher-leaders to present best practice methodology and for staff to share changes in classroom practices and the effectiveness thereof.

Teachers will be expected to assume a greater responsibility in identifying and articulating personal professional growth needs. Each teacher began the 2011-2012 school year by meeting with Principal Wickham to produce an individualized goal plan. These goals were based on student academic data, Charlotte Danielson’s self-reflection assessment, administrator input based on observations, feedback, JEPD, lesson plans, and student achievement. As part of this plan, a timeline was established to monitor achievement. This includes teacher-administrator conferencing, administrator observation, self-reflection, student data analysis, and mentoring (both formal and informal). This goal-setting process is part of the Charlotte Danielson’s Framework for Teaching system which enables PD to be differentiated to each teacher’s specific needs.

Another component of DMS PD is implementation of the 3 Tier RTI model. The initial training is being provided during the 2011-2012 school year. This is a process of providing systematic, research-based instruction and intervention to all learners. The Hillsdale County ISD is providing initial training to the school-level RTI team. Principal Wickham and teacher Carrie Rowan have been actively involved in district-wide RTI planning that will result in full implementation for the 2012-2013 school year. ISD School Psychologist Prisca Gamble will oversee this work. An instructional coach has been hired to provide coaching support to teachers. Teachers are being trained to identify struggling students through the use of formative assessments to provide timely and effective interventions and progress monitor the results of the additional interventions. RTI will be a component of all new teacher orientation and training throughout the first year as part of their IDP.

The effectiveness of PD will be monitored and evaluated through:

- During walkthroughs, administrators and instructional coaches will be looking for implementation.
- Teachers will conduct self-evaluations reflecting on the effectiveness and value of specific PD.
- Ongoing analysis of student assessment data.
- Implementation identified in weekly lesson plans, which are reviewed by administrators.

Before the 2013-2014 school year, administrators, instructional coaches, and staff will review student data, the comprehensive needs assessment, and teacher data to create a plan for professional development.

The Davis School began the adoption of PLC's for the 2011-2012 school year. This will continue throughout the implementation of Transformational Reform Plan. The staff members are currently conducting a book study on "Failure is Not An Option".

(Blankstein 2010 -2nd edition) The sessions are led by Mrs. Jackie Wickam with support from the School Improvement Team.

Instructional Reform Strategy: A school-level team will be trained in how to implement a Three TIER RtI model that includes working with the Hillsdale County ISD throughout the 2011-2012 school year and receive continued support annually following the initial training. The building administrator, Jackie Wickam, has been actively involved in district-wide RtI planning process resulting in Davis School leading the way towards implementation for the 2012-2013 school year.

Davis has created a system of professional development that advances the effectiveness of staff in two ways, collaboration and differentiation. General staff professional development needs are met in whole or small group settings while each teacher participates in an individualized professional development program aligned with staff evaluation system. New teachers, non-tenured are supported with a mentor in their first years of teaching. An Individual Development Plan is planned for implementation with the principal and teacher. A mentor is assigned to work with the new teacher, and 15 days of professional development over the first three years is planned. Hillsdale Intermediate School District offers a New Teacher Academy that meets monthly to support specific professional development needs of the non-tenured teacher.

With the professional development needs identified via the included needs assessment, planned professional development will take place offering the teachers the opportunity for increased learning to support the needs of the students in all classroom settings. With a baseline of student assessment in the identified areas the teachers will be able to assess student achievement on a regular timeline to identify growth. If a student is maintaining or growth is not shown then the professional development plan and calendar will need to be revisited to identify the weakness in the plan and the needs of the teachers to teach for student growth. One example will be the DRA assessment that students will be taking to identify their reading level and areas of instructional need. As teachers become familiar with the DRA and use the results to guide instruction, student achievement will increase. The literacy coach will provide on-going professional development for teachers.

Collaborative Professional Development:

In September 2011, Davis staff spent substantial time in self-assessment reflection activities. The information generated from those sessions focused on analyzing student achievement data. The next step was the creation and analysis of a staff needs assessment. The needs assessment confirmed that the previous school improvement goals of increasing achievement in math, literacy, and everyday applications should be maintained and a fourth goal of improving school climate and culture should be added. (see attachment)

Differentiated Professional Development:

All teachers began the school year producing an individualized goal plan in which they used student data, self-assessment, Framework for Teaching (Danielson) and administrator reflection to generate personal professional goals. From there, a timeline is established to monitor achievement. This includes teacher-administrator conferencing, administrator observation, self reflection, student data analysis, mentoring (both formal and informal). (see attachment)

Both parts of the Davis professional development plan are not separate entities, they support and drive each other.

Evaluation of the Professional Development:

Surveys will be conducted following each PD session for immediate feedback.

Teachers will submit one lesson plan within a two week period of time demonstrating the application of the PD topic. A follow-up survey, combined with student data, will be used to determine the effectiveness of the initial PD.

The three year job-embedded professional development calendar was then created based on the needs assessment. (See attachment)

Item 5

Increased Opportunities for Promotion and Career Growth

To support the personal professional growth of our staff members, the district has developed opportunities for increased leadership, enhanced training/coursework and flexibility with job assignments.

School level opportunities: The School Improvement Team has been opened up to all Davis staff members. The Davis School Goal Committees have been realigned so that each teacher is able to select the areas in which he/she felt most confident. Each committee is chaired by teachers. Representatives from the paraprofessional staff will be added to the school improvement team.

District level opportunities for career growth: The Council for Instructional Leadership and K-12 Curriculum Committees provide district level leadership opportunities. A Leadership Development Academy will be created, emphasizing leadership from multiple levels. Staff members that either express an interest on their own or those recruited by a colleague will participate in this program. As part of this Leadership Academy there will be a structure put into place for recruiting and training experienced teachers to serve as mentor teachers for new and non-tenured teachers.

Teachers and administrators that want to take advanced coursework will be able to apply for scholarship funds through the school district. The scholarships will be funded by a combination of general fund and Title II professional development funds. Davis teachers will be given priority for the available scholarships. The course must be in line with the teacher's professional growth plan and be aligned with the school improvement plan.

Flexible Working Conditions to Recruit and Retain Staff

A change will be made in the related arts schedule to provide common planning time two times each week. This will be provided by changing the existing schedule so that all teachers in a grade level will have at least one common time each week without students and that it will occur during the regular school day. This will be a structure that supports the implementation of PLA teams at the grade level. Teachers in the visual arts, technology, music and P.E. from the Davis School building as well as teachers from other buildings will be teaching the students during these times.

Parent Communication: Teachers will be allowed a release day each marking period to meet with parents and students. This time will allow teachers to strengthen the relationships with both and for that to occur during the regularly contracted time rather than in addition.

Offer increased flexibility for teaching assignments: Teachers that may want to work less than a traditional full-day schedule may request a part-time assignment. Teachers may request to loop with their students for a two-year rotation rather than always be assigned to same grade level year after year. Looping assignment will occur under mutual agreement of the principal and the teacher. The administration will conduct a survey that allows teachers to identify the grade levels and courses they most desire to teach. Administration will use this input as part of the teacher assignment process.

For all open teacher positions the selection process will include internal candidates from the building and the district for consideration, however the selection process will not mandate that an existing teacher will be assigned to the position. The process will be open to all qualified candidates and postings will be sent to local newspaper and radio, university and college career offices. The district will allow that previous experience up to five years may be granted on the salary schedule and furthermore that additional salary schedule steps may be awarded for advance coursework and degrees earned that enhance the teacher's preparation and effectiveness to teach.

Multiple opportunities have been created for staff members to take leadership roles and develop professionally.

School level opportunities: The School Improvement Team has been opened up to all staff members. The Davis School Goal Committees were realigned in October 2011 so that each teacher was able to self select the areas they felt most confident. Each of those committees are chaired or co-chaired by teachers. Going forward at least one representative from the paraprofessional staff will be added to the school improvement team. That will help create a leadership opportunity from the support staff level.

District level opportunities for career growth: The Council for Instructional Leadership and K-12 Curriculum Committees provide district level leadership opportunities. In the past there was a district initiative to develop administrative candidates. Going forward, this program will shift away from being an Administrative Internship to a Leadership Development Academy, emphasizing leadership from multiple levels not just the principalship. Staff members that either express an interest on their own or may be recruited by a colleague to participate in this program. As part of this Leadership Academy there is a structure put into place for recruiting and training experienced teachers to serve as mentor teachers for new and non-tenured teachers.

Flexibility for Staff: Davis School will provide monthly grade level teaming time. This will be provided by changing the existing schedule so that all teachers in a grade level will have a common time without students during the regular school day. This will be a structure that supports the implementation of PLA teams at the grade level. Teachers in art, music and P.E. from the Davis School building as well as teachers from other buildings will be teaching the students during these times. During this time, students will not simply be with substitute teachers. Students will be involved in specific activities that will be designed to achieve the school improvement plan goal #4 on character education and philanthropy.

Item 6

Prior to DMS being placed on the PLA list, Hillsdale SI needs assessments were indicating some weaknesses in instructional program, particularly in math and ELA. Although schools were consistently making AYP, SI teams were noticing declines in student achievement that were concerning. Also noted was an achievement gap between economically advantaged and disadvantaged students.

DMS SI needs assessment identified the following as cause for gaps: In ELA, DRA scores showed only 52% of 8th graders reading at grade level at the beginning of 8th grade and the Explore test showed only 51% were proficient in Rhetorical Skills Strategies. MEAP scores showed a decline in ELA. In math, MEAP, Explore, and local assessments showed a decline in scores building-wide.

HCS made some substantial changes in order to address these deficits, including:

- The closing of an elementary building and reassignment of all elementary grade levels as a cost-saving measure to allocate more resources to instructional program. (June 2010)
- Changing from a dual bus run system to a single run to allow increased cross grade level common planning time. (Sept. 2010)
- Hiring a new superintendent whose area of expertise is curriculum and instruction. (Jan. 2011)
- Revision of the district curriculum review process (Sept. 2011) (**see attachment 6A**)
- Reduction in administrative personnel as a cost-saving measure (Sept. 2011).

These alterations were made in response to a self-identified need that was shortly thereafter confirmed by DMS being placed on the PLA list. Although DMS had always made AYP and had received a B on the Michigan report card, student achievement demonstrated enough of a decline to result in placement on the list. While PLA status requires the writing of this plan, HCS had preemptively begun substantial systemic change to improve student achievement. Therefore this plan is designed primarily to promote student academic success and reflects that many modifications were underway before PLA necessitated writing a plan.

These changes made by the district had a direct impact on DMS in many ways, including the addition of fifth grade. This created two schools within a school – an elementary section of 5th and 6th, and a middle school of 7th and 8th. Additionally, 6th grade became self-contained instead of departmentalized. Reductions in administrative personnel to save money had the consequence of eliminating the DMS assistant principal and counselor. The PLA plan reflects the need for teachers to become instructional leaders to compensate for these reductions.

In 2011, the district curriculum review process was revised. A clearly defined procedure and timeline for aligning curriculum with GLCEs and CCS was established. **(see attachment 6A)**. The district created a Council for Instructional Leadership, comprised of administrators and lead teachers. All HCS teachers are assigned to content area curriculum teams as well as grade level teams. Content teams meet monthly and grade level teams meet weekly to collaborate and analyze student data. Content area teams work across grade levels for curriculum work and to share practices, creating vertical alignment. Teams develop standards-aligned units of instruction that include criteria for mastery and assessments.

HCS uses the Instructional Process Model for unit and lesson planning. **(see attachment 6B)** HCS also has an established district philosophy of education which is research based and centers around best practices. HCS purchased Curriculum Crafter for documenting and organizing written curriculum into format to improve fidelity of implementation. PD has been planned in the creation of integrated unit planning and curriculum based assessments.

DMS utilizes the following programs as tools to teach district approved curriculum:

- English Language Arts: The ELA content team is finalizing phase two of curriculum adoption with implementation scheduled for Sept. 2012. HCS embraces the workshop approach to teaching reading and writing. Lucy Calkins writing is the primary tool used for teaching writing workshop. A district created rubric based on “6 Trait +1” is used to assess student writing achievement. Each year DMS students take a pre and post -test of writing to a prompt to assess student growth. DMS uses Sitton Spelling to teach spelling, mechanics, and word study. The Sitton “Achievement Test” is given as a pre, mid, and post assessment. Reading is taught in grade level developed units based on GLCEs using best practices in balanced literacy. Beginning fall 2012 these units will be based on CCS. Reading is assessed through the DRA, MLPP sight word tests, running records, and unit tests.
- Math: The math content team is beginning phase two of curriculum adoption. Recommendations for change based on needs assessment will be completed June 2012. All math units will be based on CCS. Currently, 5th grade uses Saxon Math, 6th and 7th grades use McDougal Littell, and 8th grade uses Glencoe as the primary teaching tools. Students are given pre and post-tests each year to measure growth as well as unit tests to monitor progress.
- Social Studies and Science: The social studies and science content teams are currently in phase three. Adopted curriculum is being implemented, student achievement assessed, and unit/lesson plans revised based on student achievement needs. Each grade level created units and progress monitoring assessments based on GLCEs.

Student data generated from assessments enables classroom teachers to differentiate instruction to meet individual student needs. Disaggregated data is examined by content area teams and Council for Instructional Leadership to assess effectiveness of instructional programming.

The district has a curriculum aligned with the state of Michigan grade level content expectations in grades K-8. The district has created a Council for Instructional Leadership. Membership includes district level administration(1), building principals (5), Special Education staff (2) and classroom teachers (13). Beginning in the current year 2011-2012 the council has commissioned K-12 content committees to align the existing curricula with the Common Core State Standards. Davis School, along with the district, will utilize Curriculum Crafter for documenting and organizing the written curriculum into usable formats to improve fidelity of implementation. Professional development has been planned for teachers in the creation of integrated unit planning and curriculum-based assessments. (See PD plan) There will be a focus on differentiating instruction and the increased use of formative and summative data. These items will be needed to ensure student mastery and retention of the stated curriculum occurs. The district will purchase Data Director will be used to assist in the gathering, analysis and storage of data at the school and district levels. Training is planned for all teachers on utilization of this database. The training has begun for a small group of staff members including the building principals in the district during the current school year of 2010-2011. All of the Davis School teachers will be trained in the operation of Data Director prior to the 2011-2012 school year commencing. This training will be provided by the HCISD.

Item 7

DMS recognized a need to focus on data collection and analysis prior to being placed on the PLA list. DMS had begun a process of acquiring tools for data collection, storage and analysis. The needs assessment conducted in the fall 11' teachers self-identified a weakness in the use of achievement data to inform and differentiate instruction. Professional development sessions are planned (see Professional Development Plan attachment) to train teachers in the usage of these tools and understanding the importance of data-driven instruction, as well as utilizing data to guide programmatic decision making.

Data Collection:

Data Director and Skyward are two tools currently being used at a basic level to assist in the gathering, analysis, and storage of data. Data Director is an electronic storage system accessible to all teachers and administrators. Beginning in 2012-2013, Data Director will be used for MEAP, Explore, DRA, subject-area pre/post-tests, and universal screening data. Training is currently underway for lead instructional teachers and principals and, prior to the 2012-2013 school year, all teachers will be trained. Training will include how to input and disaggregate data as well as write valid and reliable assessments. The Hillsdale ISD is conducting all Data Director training sessions. Skyward is another data collection & storage system available for the school. All teachers at DMS currently use Skyward to input and access student contact information, attendance, behavior records, and grades. Every teacher has computer access in the classroom and can access the stored data. In August 2012, all students will take pre-assessments. This data will be entered into Data Director before the first day of school.

Data Usage:

Initial Screening - Designated teachers will conduct individual goal-setting conferences with all students. As part of September PD time, teachers will use pre-test data and individual student goals to begin planning for the needs of students. The testing is scheduled before the school year starts so interventions and differentiated instruction can be established immediately.

Usage/Analysis - During the school year, formative assessments such as pre-tests, running records, writing samples, projects, and anecdotal records will be used to provide ongoing information about student progress. Teachers use this information to design and adapt lessons

in order to prepare students to demonstrate mastery through summative assessments. Summative assessments such as post-tests, performance assessments will be used as “credentialing data.” All HCS students are monitored through a process called “credentialing”. Expectations for skill mastery are established for each subject area in each grade level. Credentialing data for each student will be loaded in Data Director as well as in CA60s. Credentialing data will be analyzed by content area teams (monthly), grade level teams (weekly), and SI teams (monthly) to guide programmatic change decisions.

Parent Use of Data:

Parents also have access to student data to better support their child’s learning. All parents already have an access code to view their child’s records, including attendance, behavior referrals, missing assignments, and grades. Every teacher has a web page for posting homework, lesson plans, supplemental activities, and notes to parents.

Teachers will use Skyward to send emails to parents with information about class activities, assignment due dates and upcoming tests.

Beginning in the 2012-13 school year, the instructional coach will provide training for parents in using technology tools. A computer station for parents will also be made available in the Parent Resource Center.

Systemic Implementation of RtI: The district has developed a comprehensive 3 Tier RTI model to ensure fidelity of implementation for a high-quality instructional program.

Tier I – Quality Classroom Instruction

Teachers will use Unit Plans created from the aligned Common Core Standards and the MDE Grade Level Content Expectations. Curriculum Crafter is the tool provided by the district. All teachers are expected to have an understanding of and competency for facilitating the following research-based best practices:

- There is a balance of direct teaching, modeling, guided practice, and independent practice. Students are engaged in authentic experiences in which
- Skills are developed. Skills are not taught in isolation.
- Flexible small groups are used to differentiate instruction with regularity.
- Students need to have some choice and personal interests explored within their school experience.

- Having students actively engaged in meta-cognition is the goal for all learning activities.
- Literacy instruction is a central component of all content area lessons.
- Lessons are designed with Vygostky’s theory of the “zone of proximal development.” Skill-building is taught through scaffolding.
- When teaching and learning modalities are varied and students are actively engaged in learning, behavior disruptions are minimal.

All students are assessed on the general curriculum at regular intervals. The on-going assessment practices enable classroom teachers to monitor and adjust instruction based on student achievement. If instruction is adequately provided, it is expected that at least 80% of students should achieve established benchmarks during the initial instruction. Universal screeners will be used 3 times during the year to identify levels of proficiency for all students. HCS universal screeners are currently being refined by the District RTI Team and will be in place for the 2012-2013 school year.

Tier II – Interventions (30 minutes per day)

Students who do not make adequate progress with only Tier I instruction will receive additional targeted services and research-based interventions. The Instructional Coach will guide and assist teachers in providing these interventions. These interventions would be provided primarily in a small-group setting. Progress monitoring will be biweekly during Tier II interventions. Differentiation of instruction is based on student response to the interventions. DMS progress monitoring tools will be adopted by the District RTI Team and in place for the 2012-2013 school year.

TIER III – Intensive Interventions (90 minutes per day)

Students demonstrating a lack of progress with these interventions will be given even more targeted services and interventions in smaller groups or one-on-one. These are more intensive and generally provided in a one-on-one setting. Progress monitoring will increase in frequency up to daily. Differentiation is a key component to all instruction in the identified areas of academic need.

This plan includes the creation of a comprehensive RtI model to ensure fidelity of implementation for a high-quality instructional program. This begins with quality classroom instructional for all students and proceeds into a Three TIER RtI System for supporting students that need additional instruction.

High quality classroom instruction includes...

- Students are engaged in authentic experiences

- Having students actively engaged in meta-cognition is the goal for all learning activities
- Skill development is woven into the authentic experiences, not taught in isolation
- Lessons are designed with Vygotsky's theory of the "zone of proximal development."
- Literacy instruction is provided to all students for at least 90 minutes per day, additional instruction may be needed for some students
- Reading and Writing Workshop activities are based on a complex theory of literacy
- Remember, "Children cannot learn from books they cannot read."
- Literacy instruction is a central component to all content area lessons
- Acceleration of achievement is an expectation for all students
- There is a balance of direct teaching, modeling, guided practice and independent practice
- Flexible, small groups are used to differentiate instruction for students with regularity
- Students need to have some choice and personal interests explored within their school experience
- Goal setting is used with students to help them self monitor their learning

Common Core Assessment

- The RtI model includes a comprehensive assessment system beginning with core assessments of all students in each grade level.
- All students are assessed on the general curriculum at regular intervals. The on-going assessment practices enable the classroom teachers to monitor and adjust instruction based on the students' achievement.
- See attachments for grade level essential learner outcomes on core common assessments

Curriculum-Based Measurement Assessment (Universal Screening & Progress Monitoring)

- Three times per year.
- A standardized set of procedures utilized to measure student performance.
- Needs to be research-based; proven to be valid & reliable.
- Curriculum independent.
- Sensitive to growth; the difficulty level of the assessment increases with difficulty of grade levels.
- Results should be organized in an easy to see manner; charts & graphs by student/groups
- Used to determine if students are making adequate progress in important foundational skill areas that are the ultimate goals of the curriculum.

Diagnostic Assessment

- This is for digging into the issues raised by the Universal Screeners.
- Informs instruction for specific student.

Teacher Access to Data: The school will utilize Data Director to gather, store and analyze data at four levels; student, classroom, grade level, and building level. This database allows for timely access to student achievement data and has the features for data mining built into the system so that analysis of achievement data can be conducted by the teacher for his students.

Item 8

Restructuring of the school day will continue to be a strategy to increase student learning and achievement. In 2010, 5th and 6th grades were restructured from a departmentalized program into self-contained classrooms for greater flexibility in meeting students' needs. Teachers began meeting in Sept. 2011 to research and discuss ways to improve achievement through extending the school day and restructure the 7th-8th grade schedule. The 2012-2013 plan includes:

Increased time for core academic subjects:

- In August 2012, all students will be assessed and meet with staff to review testing results and conduct a goal setting session. Currently, teachers conduct all assessments during class time. Summer assessments will free class time for direct instruction and make assessment data available to differentiate instruction and establish interventions immediately.
- 40 minutes/per day will be added for 2012-2013 across all subject areas. The instructional schedule for 7th-8th grades will change from a 6 period day with a 20 minute advisor-advisee time to a 7 period day with a newly created RTI class. These changes will add 120 hours of instructional time to the school year.
- Providing students with 90 minutes of daily literacy instruction is critical to improving reading skills. Following best practice all students will have at least 90 minutes of language arts instruction every day.
- Effort will be given to schedule all ELA and math classes in the A.M.
- Davis will offer an extended day program for academic and enrichment activities for all students. Enrichment activities are selected from student and parent surveys, asset survey, academic assessments, and the interests and expertise of staff and community members.
- DMS is examining transportation options for all students.

Enrichment activities

Hillsdale County is unique in that it has 8 public school districts, 2 charter schools, a private academy, and numerous small parochial schools. Competition for students is intense. Parents who choose HCS consistently cite enrichment programs as their reason doing so. In Hillsdale

County, DMS is the only school offering band, orchestra, and choir. DMS offers Builders Club; Quiz Bowl; Science Olympiad; Student Council; numerous activity clubs, and the county's largest middle school athletic program. DMS, supported by PTO, has events such as Career Day, Health Fair, Science Fair, field trips, guest speakers, and other programs.

HCS has earned the Educational Excellence award in each of the last four years because enrichment is an outstanding characteristic of DMS; the goal is to maintain current levels of funding and priority.

Collaboration Time

It is the goal of DMS to create common planning times to help facilitate a PLC culture that will encourage teacher empowerment, accountability, and shared decision making. DMS will also focus on developing instructional coaches to lead collaborative decisions with teachers so that significant outcomes are achieved. Ways DMS plans to create common planning time are:

- Modifying the related arts schedule to allow grade level teams to meet at least twice weekly.
- Staff meetings will be used to develop a PLC culture through collaboration and PD. (This began in Sept. 2011)
- Teams given released time for peer observations, instructional coaching, and discussion. At this time (winter 2012) DMS teachers are conducting peer observations to share research based strategies to increase literacy across the curriculum. From this activity teachers will identify additional PD need areas.

The restructuring of the school day for 5th and 6th grades at Davis began in 2010-2011 and will continue to be a strategy employed to increase student learning and achievement. This created two schools within a school - self-contained elementary sections for 5th and 6th grades, and departmentalized instructional model for 7th and 8th grades. This is creating a structure to implement "best practice" instructional methodology for each of those groups.

During the summer of 2012, Davis will conduct beginning of year assessments before the school year begins. Designated teachers will meet with each student on his/her focus list to review the testing results and conduct a goal setting session before the year begins. Currently, teachers conduct all assessments in the classroom during class time - including the DRA, which takes approximately an hour to administer to each child. Moving the assessments to the summer will free up class time for direct instruction. Additionally, assessment data would be available before the school year begins so differentiated instruction can be in place and interventions established to start the school year.

2012-2013 School Day Plan

This plan changes the instructional day schedule from a 6 period day with a 20 minute AA time to a 7 period day. The 7th period is specifically targeted for flexible grouping strategies to implement differentiated instruction in core content areas. This structure will support the implementation of the RtI system at Davis School. Teachers will work in two groups: A 5th/6th group and a 7th/8th grade team. Each team will coordinate the instruction for six week intervals using the most recent progress monitoring data.

Providing students with 90 minutes of daily literacy instruction is critical to student improvement in literacy, which was an identified area of need under the PLA data review. The self-contained format for 5th and 6th grades allow for the classroom teacher to provide that 90 minutes every day. The framework of the Common Core Literacy Standards outlines the integration of literacy and other core content areas. In 7th and 8th grade, teams will coordinate the integration of additional literacy instruction into science and social studies classes. This, combined with the current 55 minutes of literacy instruction, and the addition of a flexible grouping class, will provide all students with at least 90 minutes of daily literacy.

Davis has offered an after-school program for at-risk students identified by and funded by the state's 31A program. Increased attention (intentional planning) for this program has taken place in the 2011-2012 school year and has resulted in a much stronger program using the principles of RtI. By the beginning of the 2012-2013 school year, the program will be expanded to provide direct instruction for students who demonstrate a need in an academic area as part of a fully implemented RtI system. The school is forming partnerships with community resources including Hillsdale College using a formal mentoring program between college students and middle school students called "Goals", volunteers from fraternities and Wylde Life students who have adopted our school to support Davis student needs. These students bring energy, enthusiasm, and a younger perspective that motivate our students to participate in the after-school intervention programs.

Data Director will be used to monitor student progress to evaluate the effectiveness of the extended learning time. This data will be used to inform modifications to the school schedule for the 2013-2014 school year.

Targeted professional development is scheduled per PD Calendar (see #4).

Item 9

DMS faces a challenge common to middle schools. Research demonstrates parents are less likely to be involved when their children are in middle school. DMS also experiences the difficulty of existing in a high-poverty community in which education is not always valued. Yet for children to make academic progress, parents and schools must form a partnership with ongoing communication and mutual support.

Engaging Parents in the School Improvement Process:

In Sept. 2011, staff discussed the importance of building greater connections with families and community to increase student achievement (see attachment 9A), generating the following goals: "Becoming a welcoming environment for families, increasing communication between the school and home, and training parents to better support academic growth." These have been incorporated into a new goal for the SIP. There will be an active campaign made to recruit at least three parents to the School Improvement Leadership Team. Diversity in personal/professional backgrounds and their student profiles will be sought. This will be done through an open request for interested parents, followed by personal invitations provided by Davis staff members to parents. Two "Parent Orientation" sessions will be held to help the parents to transition into the team effectively prior to their first official meeting.

Developing Relationships:

Several changes have taken place and more are planned to bring about transformation. Fifth grade was added and sixth grade transitioned to a self-contained model during 2010-2011 school year, giving families an additional year of elementary school. The fifth grade teachers who were transferred into DMS came from a Title I background and are experienced at incorporating Title I philosophies of parental involvement into the academic program. They will provide leadership in this area by leading a "Parent Engagement Committee". The committee will be responsible for monitoring parent engagement through parent surveys, student surveys, staff surveys, parent-teacher conference attendance, and Parent Resource Center utilization. The committee will meet quarterly to review the data and then make recommendations for the School Improvement Plan revisions annually.

Physical Environment:

To better welcome families, the school office area has been altered this year. A tall counter that divided families from staff was removed and cosmetic changes created a more inviting atmosphere. A schedule of events for parents and community members will engage families in the school environment. Events will include Career Day, Health Fair, music concerts performed by, student art galleries, and family fun nights. These will promote family/school interaction.

Communication:

To increase communication between school and home, HCS will make the school website user friendly and more professional in appearance. Through the website, parents can check their child's progress and teachers can send mass e-mails to families. Teachers are expected to update the content on their class web pages regularly. By the beginning of the 2012-2013 school year, a computer access station will be provided for families in the Parent Resource Center. School newsletters will increase in frequency from quarterly to monthly and be available by website, email list serve, and paper copy. Davis will utilize Skylert to send out electronic messages and reminders about upcoming school events, directly to all parents.

Parent Resource Center:

Working with parents to enhance their child's learning will become a focal point. An Instructional Coach has been added (December 2011) and will continue during this plan to implement the Academic Improvement Plan for at-risk students.(see attachment 9B) This will include conducting parent support groups in the Parent Resource Center and parent training sessions focused on teaching skills that will assist adults in their role as a parent. Session may include Homework Helpers, Study Skills, Positive Behavior Support, Rachel's Challenge and Love & Logic. Additional sessions may be conducted as a result of ongoing parent feedback. The Parent Resource Center will contain books, videos a computer system and additional resources designed to provide information and support to parents of school-aged children.

Student/Parent/Teacher Goal Setting:

Days will be added for Davis School staff in August 2012 and 2013 for staff to work with all students in small groups and one-on-one sessions to administer formative assessments. Parents and students will then meet with a designated teacher to review the assessment data and conduct goal setting as a team. This will include a signed parent/student compact to provide commitment to the child's academic plan. Teacher release days have been budgeted and planned so that parents, teachers and students can meet and monitor progress of the goals.

Community Partnerships:

Hillsdale is a rural community with strong connections between schools and service organizations making recruiting community involvement an area of strength of DMS. Many organizations have a mission of helping children, forming a symbiotic relationship with the school. The following organizations have existing relationships with DMS and the school will

continue them: Hillsdale College, Hillsdale Community Library, Kiwanis; Rotary, Big Brothers Big Sisters, Wylde Life; Community Action Agency's Elementary Success Program, Hospice, Salvation Army and Michigan State Police.

To help recruit new partnerships, a community survey will be conducted of businesses, community agencies, local service clubs and churches to solicit their perspectives on how the relationships with the schools can be strengthened. The School Improvement Leadership Team will use the feedback to suggest new or different partnerships.

Students will take preassessments prior to beginning their school year. After testing is completed and scored, parents and students meet with a designated teacher to review the testing results and conduct a goal setting session before the school year begins. This includes a parent/student/teacher compact to be signed to provide commitment to the child's academic plan by stakeholders.

Davis will hire a literacy coordinator. Part of this job will be to act as a liaison between the school and parents, particularly of at-risk students. This person would conduct training for parents in helping support their child's learning. Parents would then have the opportunity to engage in training sessions on literacy, math, and technology skills to assist working with their child outside of the classroom. Training will also include navigating the Hillsdale Community Schools website, including parts of the website that are specifically geared toward Davis. Davis offers a Family Access link that allows the parent the opportunity to review daily assignments and goals, their child's grades and additional resources available to support the learning. Davis will provide a computer access station in the building so economically disadvantaged families can utilize this tool.

Community Partnerships that support student learning include Big Brothers Big Sisters. This program allows individual mentoring support for specific students. Hillsdale College offers a Goal program where college students work with students individually in a tutoring setting or groups of students learning a specific skill. This functions as a component of our after-school program. Various fraternities and other college organizations support student academic growth.

Kiwanis is a community service organization that supports and funds the 5th through 8th grade Builders Club, a service organization. The Kiwanis organization gives 7th grade students their own thesaurus for use in English class and to keep as their own resource. Mrs. Jackie Wickham, Principal is a Kiwanis member and advisor for the Davis Builders Club.

Our local public librarian offers our students noon time sessions sharing topical book talks. After school hours, the public library also provides our students a quiet place where they can study, work in small groups, and use the internet.

We will be contacting community organizations, such as businesses, faith-based entities, and non-profit groups, to seek assistance providing volunteers to be available to help students with specific learning needs. This would allow our students the opportunity for outside help from community members.

A monthly gallery of student work will be created, and Davis will host programs with students presenting to families and community members including senior citizens. Interactive family, community nights will be set up with specific topics to be discussed and/or investigated.

Davis provides students with a Career Day and a Health Fair Day with 30-50 community members participating in each event. For the Career Day, students are given the opportunity to explore two or three careers, which they research job qualifications, education, skills, income, and job descriptions. The Health Day focus is on student wellness including, fitness, health habits, and nutrition. All of these topics incorporate academic skills needed for life. In the future, additional skill building lessons and activities will be incorporated into these two community events to entice each student to use and build their skills. Surveys and assessments will be set up to show the value of these events for engaging students and their families to talk about goal setting and career planning.

Item 10

The District has provided the Davis School staff members much opportunity for input into the selection of and details contained in the Transformational Model Plan. The highest priority status has been placed on Davis for instructional staffing levels and support services. The added positions are requiring a shift in the district budget allocations to increase expenditures for Davis School. Some of the changes have already been implemented in the current school year and will be maintained during the PLA plan implementation that officially begins with the 2012-2013 year.

Budgeting

The district will redirect funds to support an extended day program for students at Davis School. Specifically a portion of the section 31A funds that have been folded into the general fund through the consolidated services agreement option will be appropriated for this program.

Staffing

Teaching Assignments: Changes in teaching assignments were made after the data trends were created with declining student achievement. The 6th grade changed from departmentalized to self-contained classrooms for the 2010-2011 year. The mathematics teachers in 6th and 7th grades were reassigned as part of staffing realignment process to begin the 2011-2012 year. Future teaching assignments will be based on the revised teacher evaluation process, teacher surveys and administrator input.

The traditional models of an asst. principal that was responsible for student discipline and after-school activities along with the guidance counselor that organized the student achievement data and dealt with the most serious counseling needs have been abandoned. The former assistant principal has been reassigned to a different position in the district. A traditional model of classroom behavior issues being sent to the office has not been effective in changing misbehaviors over time. Student enrollment has been declining with a pattern of stated concerns from exiting parents of student-student bullying, lack of communication to parents from teachers/office staff and a theme of inappropriate hallway conduct. The traditional guidance counselor is now a shared responsibility 7-12. This is a result of declining enrollment and a change in the demographics and needs of the student population. The district has created two other positions, Instructional Coach and Social Worker, with different skill sets and a different focus to better meet the needs of the students. The district will also assure an increased

programming budget for the implementation of “Rachel’s Challenge” at Davis School is in place to begin September 2012. This is a program designed for sustainability with specific structure and training for staff, students, families and community members in years 1, 2 and 3 and ongoing support for years 4 and beyond. This program and staffing changed is aimed at developing all staff and all students’ skills, attitudes and dispositions about personal responsibility.

Additional Staff Development: In addition to the Rachel’s Challenge training, the Davis staff is currently conducting a PLC for a book study on “Failure Is Not an Option”, Blankenstein 2006. Further training on classroom management using “Time to Teach” and “Love & Logic” will also be available for teachers based on their annual goals and/or Individual Development Plans.

Instructional Coach: This person is neither a principal nor an asst. principal, nor do they have a classroom teaching assignment. The responsibility is to work directly with teachers to improve the quality of instruction and student achievement in the classroom. The person is responsible for helping staff members develop sustainable PLC’s within the grade level, building and to help connect Davis staff members to colleagues within the district. (Began December 2011 and will continue)

Social Worker: A full-time social worker position was created at Davis School this year. This had been a part-time position shared with another building in the district. It will remain a full time position dedicated to Davis School. (Began September 2011 and will continue)

Calendars/Time: The District worked with the union leadership and Davis SIP team to accommodate for the changes in the beginning of year assessment calendar. This is allowing the Davis staff to conduct the pre-assessments with the students prior to the first day of school. This should increase instructional time and allow for more informed decision making at the classroom level based on current student achievement levels.

The common planning times that will be created (outlined in section 8) are a result of input from Davis staff members identifying the type of groupings that would be most helpful from their perspective.

The district has provided the Davis School staff much input into the development of the Transformational Model Plan. The district will provide general funds and Title II funds for the Davis School professional development plan to be fully implemented. The district has allowed the Davis School flexibility in the working conditions for the

start/end times for teachers and students. There will be an increase in common planning time for core content teachers by providing flexibility for teachers that are shared with other buildings in the district. That flexibility will allow the school to have teachers meeting at planned/regular common times rather than at intermittent times as currently happens.

Item 11

Davis School will receive intensive ongoing technical assistance in the following ways.

- District: The process of creating a District Improvement Plan that will be tied into the School Improvement Planning Process that includes a comprehensive needs assessment, keeps a sustained emphasis on the school level data.

- District: The creation of the Council of Instructional Leadership that includes the Davis SIP team members will help ensure district resources for budget, professional development and scheduling are allocated to the school to reflect the ongoing priority.

- District: Curriculum Crafter initial training in 2012-2013 by HCISD and ongoing support by Shawn Vondra, Superintendent.

- Hillsdale ISD: Training coordinated by Char Cole, Director of Special Education, on the training (2011-2012) and coaching (2012- ongoing) for Response to Intervention.

- Hillsdale ISD: Training coordinated by Pat Dillon, Director of General Education, on the training (2011-2012) and coaching (2012- ongoing) for Data Director.

- Jackson ISD: Literacy Leader Megan McCormick will provide SELECT Training for Literacy Interventions for special education teachers at Davis in 2012-2013 and coaching provided by local literacy leader Julie Wolfe in 2013-ongoing.

- AdvancEd: Structure, guidance and review of the District-wide Accreditation process, ongoing. QAR on-site review is scheduled for April 2012 and will be ongoing and technical assistance as requested.

- MDE: Office of School Improvement through the guidance of Katie Parker with use of Title II and section 31A project grants. (Annually)

- Rachel's Challenge: Initial training 2012-13, Chain Reaction session in 2013-14, Impact session in 2014-15, Ongoing support through refresher assemblies and trainings in 2015-beyond.

The district administration will conduct quarterly review sessions on the Davis School Improvement Plan implementation. The sessions will include the School Improvement Leadership Team and the district-level Council for Instructional Leadership. The Hillsdale County Intermediate School District will provide on-going training and support for the implementation of RtI, Data Director, and Curriculum Crafter. AdvancEd will provide Davis School with ongoing support for continuous school improvement and guidance on district-wide accreditation.

Appendix F

Hillsdale Community Schools

DETAILED FLOW CHART OF TEACHER EVALUATION
(Based on the Michigan Teacher Tenure Act)

By September 30	District and Building orientation including evaluation criteria and IDP.
Between September 30 and October 31	All probationary teachers will be observed; observation conference within 3 days, unless mutually agreed upon.
By October 31	Describe observation of probationary teacher(s) or other teachers using <u>Appendix G Teachers Evaluation Report Form</u> . Forward observation to Superintendent including written response from teacher, if any.
November/December	Observations continue; Enter comments on <u>Appendix G Teachers Evaluation Report Form</u> . Conference after observation within 3 days, unless mutually agreed upon.
By January 31	<u>Teachers Evaluation Report Form</u> to teacher(s) of questionable teaching performance. Check observation report and forward to Superintendent Administration report to Association relative to questionable teacher(s) performance concern(s) and plans for improvement.
By February 28	Central Office will review all file materials on all Teachers. Continue probationary staff observations and enter information on <u>Appendix G Teachers Evaluation Report Form</u> . Conferences on observations within 3 days unless mutually agreed upon. Conference with teacher(s) whose work has been unsatisfactory. Specify on <u>Appendix G</u>

Teachers Evaluation Report Form the areas where improvement should be made and plans developed for improvement. (Forward to Superintendent)

Appendix F

By Thursday before 1st
to
Board Meeting in March

Rate each teacher being evaluated according
“criteria of effective teaching” on Appendix G Teachers Evaluation Report Form and forward copies to Superintendent. Check annual report.

Complete Professional Staff
Recommendation List. Forward to
Superintendent.

By April 1st

Notify teachers of reappointment by letter at school.

Notify any teacher in person of discontinuance of service.

May

Notify any teacher(s) of areas of instruction to be improved during the next school year. Include an Individual Development Plan Appendix I Individual Development Plan Form with the Teachers Evaluation Report Form. Forward a copy to the Superintendent.

September

Re-cycle through Flow Chart

Appendix G

Hillsdale Community Schools
Teacher Evaluation Form

Teacher: _____ Evaluator: _____

Tenured **Probationary** **1st** **2nd** **3rd** **4th**

Building: Davis School **Observation date(s):** _____ **Evaluation Date:** 2012-2013

Type of Report **Evaluation** **Observation**

This instrument recognizes the need for adequate and proper evaluation of all professionals pursuant to Article XIII of the Master agreement between the Hillsdale Community Schools Board of Education and the 4-C unified Bargaining Association, MEA-NEA.

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific suggestions for improvement in the area(s) marked minimally effective and ineffective. Non-tenured teachers shall progress from the minimally effective level into the effective and/or highly effective levels. The standards of effective and highly effective are expected of a tenured teacher in Hillsdale Community Schools. Detailed descriptions of each of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson (1996) ASCD. Copies of this book are available in each building.

Components of the Evaluation

1. Planning and Preparation: 15%

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Goals
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction

Narrative:

2. The Classroom Environment: 20%

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

Narrative:

3. Instruction: 25%

- 3a. Communicating Clearly and Accurately
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Providing Feedback to Students
- 3e. Demonstrating Flexibility and Responsiveness

Narrative:

4. Assessing Student Achievement: 25%

- 4a. MEAP or MME
- 4b. EXPLORE
- 4c. DRA
- 4d. Course Final
- 4e. Grade Level Common Assessments
- 4f. Other (Ex/Woodcock Johnson)

Narrative:

5. Professional Responsibilities: 15%

- 5a. Reflecting on Teaching
- 5b. Maintaining Accurate Records
- 5c. Communicating with Families
- 5d. Contributing to the School and District
- 5e. Growing and Developing Professionally

Narrative:

EVALUATOR'S NARRATIVE REMARKS (Including Annual Goals or IDP Progress Assessment):

Where a teacher has received a rating on an evaluation criterion of minimally effective or ineffective the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of this teacher is:

Highly Effective

Minimally Effective

Effective

Ineffective

Signatures:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

The teacher's signature indicates the report was received; it does not necessarily denote agreement with every factor of the evaluation. The teacher has the right to attach a statement to this evaluation if the teacher disagrees with factors included in this report, and/or the opportunity to have a different observer chosen at random by the Superintendent and the HEA President.

Appendix H

HILLSDALE COMMUNITY SCHOOLS
Hillsdale, Michigan

TEACHER RESPONSE

Type of Report: Annual _____ Periodic _____ Ob. _____ Progress Report

Teacher:

Evaluator:

(Signature indicated that this teacher's Reaction has been read only)

Signed _____

Signed _____

Date: _____

Date: _____

Appendix I

HILLSDALE COMMUNITY SCHOOLS
Hillsdale, Michigan

Individual Development Plan for: _____

Teacher Status: **Probationary** 1st Year 2nd Year 3rd Year 4th Year
Tenured _____

This plan mutually developed by:

Teacher Signature

Date

Principal Signature

Date

Goal 1:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Goal 2:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Goal 3:

Purpose of Goal:

Teacher Plan:

Administrative Support:

Davis Middle School On-Going Professional Development Plan 2012-2013

Appendix B

***Before the 2013-2014 school year, administrators and instructional coaches will meet to create a plan for job embedded professional development for the year.**

*In September 2012, monthly, weekly, and team meetings will set up and established for the RTI's Academic Improvement Program.

9/4/12	1 hour	District Math Committee Meeting: Discussion of phase two responsibilities	All Math Teachers	Math	
9/12/12	1 hour	District ELA Committee Meeting: Discussion of phase three responsibilities, implementation phase	All ELA Teachers	ELA	
9/13/12	1 hour	District Social Studies Committee Meeting: Discussion of phase three responsibilities, implementation phase	All SS Teachers	Everyday applications	
9/19/12	1 hour	District Science Committee Meeting: Discussion of phase three responsibilities, implementation phase	All Science Teachers	Everyday applications	
10/10/12	1 hour	District Science Committee Meeting: Teachers reflected on and shared their implementation of resources	All Science Teachers	Everyday applications	
10/11/12	1 hour	District ELA Committee Meeting: Teachers reflected on and shared their implementation of resources	All ELA Teachers	ELA	
10/15/12	1 hour	Teachers met to look at assessments and to look at student achievement and discuss areas of focus.	All Davis Teachers	All	
10/16/12	1 hour	District Math Committee Meeting: Conduct a needs assessment on instructional supplies for the district-	All Math Teachers	Math	

		adopted curriculum			
10/25/12	1 hour	District Social Studies Committee Meeting: Coordinate assessments for student achievement	All SS Teachers	Everyday applications	
11/15/12	1 hour	District Science Committee Meeting: Coordinate assessments for student achievement	All Science Teachers	Everyday applications	
11/16/12	1 hour	District ELA Committee Meeting: Coordinate assessments for student achievement	All ELA Teachers	ELA	
12/3/12	1 hour	District Math Committee Meeting: Determined PD needs for school improvement plan	All Math Teachers	Math	
12/10/12	1 hour	District Social Studies Committee Meeting: Review and revising lesson plans based on student achievement needs	All SS Teachers	Everyday applications	
12/10/12	1 hour	District Math Committee Meeting: Prepare recommendations for purchase of instructional materials	All Math Teachers	Math	
12/13/12	1 hour	District Science Committee Meeting: Review and revising lesson plans based on student achievement needs	All Science Teachers	Everyday applications	
12/13/12	1 hour	District ELA Committee Meeting: Review and revising lesson plans based on student achievement needs	All ELA Teachers	ELA	
1/7/13	1 hour	District Math Committee Meeting: Review and revising lesson plans based on student achievement needs	Davis Math Teachers	Math	
1/9/13	45 minutes	Assessment Discussions for mid-year by content area.	All Davis Teachers	All goals	
1/10/13	1 hour	District Science Committee Meeting: Meet to discuss mid-year assessments	All Science Teachers	Everyday applications	
1/16/13	1 hour	District ELA Committee Meeting: Meet to discuss mid-	All ELA Teachers	ELA	

		year assessments			
1/17/13	1 hour	District Social Studies Committee Meeting: Meet to discuss mid-year assessments	All SS Teachers	Everyday applications	
1/23/13	1 hour	Teachers will meet to monitor the effectiveness of PD for the first semester	All Davis Teachers	All goals	
2/5/13	1 hour	District Math Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	Davis Math Teachers	Math	
2/7/13	1 hour	District Science Committee Meeting: Use disaggregated student data to assess needs	All Science Teachers	Everyday applications	
2/7 – 2/8	2 day conference	Michigan Council for Social Studies Conference	4 teacher representatives	Everyday applications	
2/13/13	1 hour	District ELA Committee Meeting: Use disaggregated student data to assess needs	All ELA Teachers	ELA	
2/14/13	1 hour	District Social Studies Committee Meeting: Use disaggregated student data to assess needs	All SS Teachers	Everyday applications	
3/5/13	am session (3 hrs)	Differentiated Instruction <ul style="list-style-type: none"> • 45 min. – led by math committee • 45 min. – led by ELA committee • 45 min. – led by everyday applications committee • 45 min. – led by the climate/culture committee 	Goal committee chairs	Math, ELA, Everyday applications, Climate/Culture	
3/5/13	1 hour staff meeting	Understanding the reading/writing workshop format Guest speaker TBD	ELA team	ELA	
3/06/13	1 hour	District Science Committee Meeting: Create end of the year assessments to assess student data	All Science Teachers	Everyday applications	

3/7/13	1 hour	District Math Committee Meeting: Create end of the year assessments to assess student data	Davis Math Teachers	Math	
3/6- 3/8	3 day conference	2012 MACUL Conference, DeVos Place, Grand Rapids, MI	4 teacher representatives	All goals	
3/7 – 3/9	3 day conference	Michigan Science Teachers Association, Lansing Center	4 teacher representatives	Everyday applications	
3/12/13	45 minutes	Continue discussion on (traditional vs. integrated classes)	Davis Math Teachers	Math	
3/14/13	1 hour	District Social Studies Committee Meeting: Create end of the year assessments to assess student data	All SS Teachers	Everyday applications	
3/19/13	1 hour	Reports from District Committees.	All Davis Teachers	All goals	
3/19 – 3/21	3 day conferences	Michigan Reading Association Conference	4 teacher representatives	ELA	
3/21/13	1 hour	District ELA Committee Meeting: Create end of the year assessments to assess student data	All ELA Teachers	ELA	
3/21 –3/22	2 day conference	Michigan Association for Middle School Educators Conference, Warren, Michigan	4 teacher representatives	All goals	
4/9/13	1 hour	District Science Committee Meeting: Identify strengths and weaknesses of the existing curriculum by analyzing assessments and student performance	All Science Teachers	Everyday applications	
4/11/13	1 hour	District Math Committee Meeting: Identify strengths and weaknesses of the existing curriculum by analyzing assessments and student performance	Davis Math Teachers	Math	
4/18/13	1 hour	District ELA Committee Meeting: Identify strengths and weaknesses of the existing curriculum by analyzing assessments and student performance	All ELA Teachers	ELA	

4/19/13	1 hour	District Social Studies Committee Meeting: Identify strengths and weaknesses of the existing curriculum by analyzing assessments and student performance	All SS Teachers	Everyday applications	
4/30/13	1 hour staff meeting	Common Core updates	Goal team chairs	All goals	
5/1/13	1 hour	District Science Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All Science Teachers	Everyday applications	
5/2/13	1 hour	District Math Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	Davis Math Teachers	Math	
5/14/13	45 minutes	Closure and wrap-up, (year end assessments, new focus areas, establish PD for beginning of next year)	Davis Math Teachers	Math	
5/16/13	1 hour	District ELA Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All ELA Teachers	ELA	
5/16/13	1 hour	District Social Studies Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All SS Teachers	Everyday applications	

Davis School Day Schedule Effective 2012-2013

7th & 8th Grade Schedule

7:45 School Day Begins
1st Period
2nd Period
3rd Period
4th Period

11:41 Lunch Break

12:11 Instruction Resumes
5th Period
6th Period
7th Period (Rtl Groups)

3:05 Transition Bell

3:15 Extended-day programs begin

4:00 End of Day

5th & 6th Grade Schedule

7:45 Instruction Begins

11:00 Lunch Break

11:40 Instruction Resumes

3:05 Transition Bell

3:15 Extended-day programs begin

4:00 End of Day

Davis Middle School Teacher Collaboration Schedule 2011-2012

Appendix C

Date	Time Needed	Activity	Persons responsible for completion	School Improvement Goal	Check when done
8/31/11	1 hour	District Social Studies Committee Meeting: Discussion of phase three responsibilities	All SS Teachers	Everyday applications	X
9/1/11	1 hour	District Math Committee Meeting: Discussion of phase one responsibilities	All Math Teachers	Math	X
9/15/11	1 hour	District ELA Committee Meeting: Discussion of phase two responsibilities	All ELA Teachers	ELA	X
9/15/11	1 hour	District Social Studies Committee Meeting: Teachers reflected on and shared their implementation of resources	All SS Teachers	Everyday applications	X
9/19/11	1 hour	District Science Committee Meeting: Discussion of phase three responsibilities	All Science Teachers	Everyday applications	X
10/12/11	1 hour	District Science Committee Meeting: Teachers reflected on and shared their implementation of resources	All Science Teachers	Everyday applications	X
10/12/11	1 hour	District ELA Committee Meeting: Conduct a needs assessment on instructional supplies for the district-adopted curriculum	All ELA Teachers	ELA	X
10/26/11	1 hour	District Social Studies Committee Meeting: Coordinate assessments for student achievement	All SS Teachers	Everyday applications	X
11/06/11	7 hours	Davis ELA Committee Meeting: Determined PD needs for school improvement plan	All Davis ELA Teachers	ELA	X
11/07/11	1 hour	District Math Committee Meeting: Compared GLCE's to Course Content to Common Core Standards and create a recommendation of what to add or delete	All Math Teachers	Math	X
11/15/11	1 hour	District Science Committee Meeting: Coordinate assessments for student achievement	All Science Teachers	Everyday applications	X
11/16/11	1 hour	District ELA Committee Meeting: Prepare recommendations for purchase of instructional materials	All ELA Teachers	ELA	X

12/8/11	1 hour	District Social Studies Committee Meeting: Review and revising lesson plans based on student achievement needs	All SS Teachers	Everyday applications	
12/8/11	1 hour	District Math Committee Meeting: Met to Modify sequence of curriculum as needed	All Math Teachers	Math	
12/13/11	1 hour	District Science Committee Meeting: Review and revising lesson plans based on student achievement needs	All Science Teachers	Everyday applications	
1/5/12	1 hour	District Math Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods and discuss mid-year assessments	Davis Math Teachers	Math	
1/10/12	1 hour	District Science Committee Meeting: discuss mid-year assessments	All Science Teachers	Everyday applications	
1/18/12	1 hour	District ELA Committee Meeting: discuss mid-year assessments	All ELA Teachers	ELA	
1/19/12	1 hour	District Social Studies Committee Meeting: discuss mid-year assessments	All SS Teachers	Everyday applications	
2/2/12	1 hour	District Math Committee Meeting: Determine formative and summative assessment strategies that will be used to measure student achievement	Davis Math Teachers	Math	
2/07/12	1 hour	District Science Committee Meeting: Bring disaggregated student data for discussion	All Science Teachers	Everyday applications	
2/15/12	1 hour	District ELA Committee Meeting: Bring disaggregated student data for discussion	All ELA Teachers	ELA	
2/16/12	1 hour	District Social Studies Committee Meeting: Bring disaggregated student data for discussion	All SS Teachers	Everyday applications	
3/06/12	1 hour	District Science Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All Science Teachers	Everyday applications	
3/7/12	1 hour	District Social Studies Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All Social Studies Teachers	Everyday applications	
3/7/12	1 hour	District Math Committee Meeting: Determine how and when credit is given for a course	Davis Math Teachers	Math	

3/21/12	1 hour	District ELA Committee Meeting: Study the use of the district instructional delivery model, determine how content expectations can be taught using the most effective methods	All ELA Teachers	ELA	
4/10/12	1 hour	District Science Committee Meeting: Create end of the year assessments to assess student data	All Science Teachers	Everyday applications	
4/12/12	1 hour	District Math Committee Meeting: Create end of the year assessments to assess student data	Davis Math Teachers	Math	
4/18/12	1 hour	District ELA Committee Meeting: Create end of the year assessments to assess student data	All ELA Teachers	ELA	
4/19/12	1 hour	District Social Studies Committee Meeting: Create end of the year assessments to assess student data	All SS Teachers	Everyday applications	
5/01/12	1 hour	District Science Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All Science Teachers	Everyday applications	
5/03/12	1 hour	District Math Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	Davis Math Teachers	Math	
5/16/12	1 hour	District ELA Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All ELA Teachers	ELA	
5/17/12	1 hour	District Social Studies Committee Meeting: Bring disaggregated student data for discussion, determine focus areas, and establish PD needs for the following year	All SS Teachers	Everyday applications	

Letter of Agreement

between

Hillsdale Community Schools

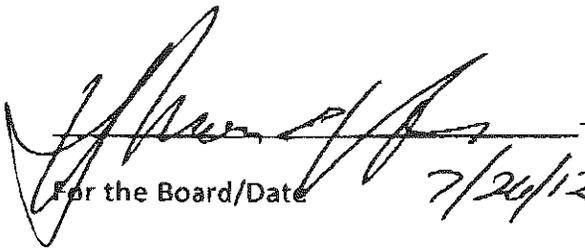
and

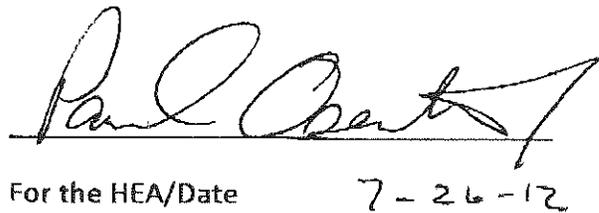
Hillsdale Education Association

July 26, 2012

The parties agree to the following conditions in order to be in compliance with state statute (MCL 380.1280c) subsection 8, regarding the full implementation of the approved redesign plan for Davis Middle School.

- This letter provides for any of the following that are necessary for the applicable school intervention model to be implemented at Davis Middle School.
- That any contractual or other seniority system that would otherwise be applicable shall not apply at Davis Middle School. This subdivision does not allow unilateral changes in pay scales or benefits.
- That any contractual or other work rules that impediments to implementing the redesign plan shall not apply at the public school. This subdivision does not allow unilateral changes in pay scales or benefits.


 For the Board/Date 7/24/12


 For the HEA/Date 7-26-12



REDESIGN PLAN TEMPLATE

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Hillsdale Community Schools School Name: Davis Middle School Address: 30 North West Street School Code: 00876	Name: Mr. Shawn Vondra Position and Office: Superintendent Telephone: 517-437-4401 Fax: 517-439-4194 Email: svondra@hillsdaleschools.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mr. Shawn Vondra Signature: X <i>Shawn Vondra</i> Date: 11/28/11	Telephone: 517-437-4401 Fax: 517-439-4194 Email: svondra@hillsdaleschools.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Mrs. Jackie Wickham Signature: X <i>Jackie Wickham</i> Date: 11/28/11	Telephone: 517-439-4326 Fax: 517-437-1195 Email: jwickham@hillsdaleschools.org
LEA SCHOOL BOARD PRESIDENT Signature: X <i>[Signature]</i> Date: 11 28 11	
LOCAL TEACHER BARGAINING UNIT Signature: X <i>[Signature]</i> Date: 11-28-2011	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	